

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal MRS. SANDRA M. HILL

Official School Name DELTA JUNCTION ELEMENTARY

School Mailing Address PO BOX 270 5226 NISTLER ROAD

DELTA JUNCTION ALASKA 99737-0270
City State Zip Code+4 (9 digits total)
County _____ State School Code Number* 140020

Telephone (907) 895-4696 Fax (907) 895-4051

Web site/URL <http://www.dgsd.k12.ak.us/education/school/school.php?sectionid=2>
E-mail shill@dgsd.k12.ak.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* DR. PJ FORD SLACK

District Name DELTA/GREELY SCHOOL DISTRICT Tel. (907-895-4658)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board DELTA/GREELY SCHOOL DISTRICT SCHOOL BOARD

President/Chairperson MR. RICHARD MAUER

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 4 Other
 7 TOTAL
2. District Per Pupil Expenditure: \$10,939.52
 Average State Per Pupil Expenditure: \$11,162

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural
4. 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	8	6	14	7			
K	31	40	71	8			
1	32	30	62	9			
2	44	24	68	10			
3	31	26	57	11			
4	34	27	61	12			
5	29	33	62	Other			
s6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							395

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>88</u> | % White |
| <u>4</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>3</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 12 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	21
(3)	Total of all transferred students [sum of rows (1) and (2)]	48
(4)	Total number of students in the school as of October 1	395
(5)	Total transferred students in row (3) divided by total students in row (4)	.1215
(6)	Amount in row (5) multiplied by 100	12.15

8. Limited English Proficient students in the school: 29 %
112 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Russian, Spanish

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 186

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
61 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>38</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>19</u>	<u> </u>
Special resource teachers/specialists	<u>8</u>	<u> </u>
Paraprofessionals	<u>12</u>	<u> </u>
Support staff	<u>5</u>	<u> </u>
Total number	<u>45</u>	<u> </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21-1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	91 %	91 %	91 %	92 %	91 %
Daily teacher attendance	97 %	96 %	97 %	98 %	98 %
Teacher turnover rate	1 %	1 %	0 %	1 %	0 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Delta Elementary is a pre-kindergarten through fifth grade school in Delta/Greely School District. Located at the end of the Alaska Highway in the community of Delta Junction, Delta Elementary welcomes 395 awesomely diverse students to school each morning. The positive reputation of Delta Elementary, the availability of employment and the opportunity to live the Alaskan adventure has made the Delta community a desired place to live and raise a family.

Delta Elementary has the feel of a neighborhood school even though 99% of our students are bussed and come from diverse social and economic backgrounds. Grandparents of many of our students homesteaded the land their homes are built on. Thirty-two per cent of our students are from Slavic immigrant families who began to relocate to the area 12-15 years ago. Fort Greely, a Missile Defense Base located five miles from school, brings the mobile and diverse military child to our student body.

The character of Delta Elementary is one of caring, high standards and community. There is an understanding in our school that every adult is responsible for every child. Therefore, everyone emphasizes academic success, a strong work ethic and responsible citizenship for every student and staff member. Our mission is; *To provide each student with educational opportunities to acquire knowledge, values and skills necessary to become a responsible and productive member of the community. The means for achieving this are offering quality instruction and challenging, real-world experience with family and community involvement.* As Husky Pups it is our vision that “everything is “Paw”sible at Delta Elementary”. We believe that with academic and social growth, personal responsibility for one’s actions, and sense of being valued, everything is possible. Visitors to our school have often commented that we are one of Alaska’s “hidden” jewels. They are struck by the warmth, caring, and professional competence they experience as they mingle in our office, classrooms or on the playground.

Our staff takes the role we play in developing the citizens and leaders of tomorrow very seriously. We recognize that professional development for all staff is an important part in moving from a “good school to a great school”. Delta Elementary has the good fortune of being in a district where staff collaboration is valued. School is dismissed one hour early every Wednesday in order to provide staff with time to “talk about their students and what they need to succeed.” Delta teachers are eager to refine and/or learn new strategies that improve student achievement. The depth of collegial conversations and the sharing of “best practices” have increased as we strive to educate the whole child while helping students exceed state standards and realize their potential.

The academic performance of our students is a reason for celebration, but we are equally proud of our students as citizens. Whether it is a field trip to Fairbanks for a play or a walk to the local drive-in for ice cream our students model mutual respect and personal responsibility. The eagerness with which our students are willing to give to others is seen in our annual Jump For Heart Campaign and St. Jude Math-A-Thon. Our student donation to the local Food Drive is a major factor in the drive’s success. We bear witness to the quality of young people that will someday lead this nation.

The partnership between home and school is a major factor in our school’s success. Volunteerism and participation is high. On any given day you will see parents in our school supporting the efforts of our teachers. Our parent organization, PRIDE, provides additional financial and manpower support to reading, technology and physical activities. Parents provide the academic and social support our students need to thrive. Delta Elementary is a great place to be on a school day. It is a great place to learn and a rewarding place to work.

PART IV-INDICATORS OF ACADEMIC SUCCESS

1. Assessment: More than fifteen years ago the citizens of Alaska began the journey of reforming their educational system. They had a vision of high standards, high academic achievers and excellent teachers. The Alaska Standards; Content and Performance Standards for Alaska Students, are the ‘nuts and bolts’ of that reform movement. To further define what Alaskans thought their students should know and be able to do, Grade Level Expectations were developed. The Grade Level Expectations in reading, math, writing and science are linked to the Alaska Standards. To learn more about Alaska’s educational reform, the Alaska Standards and Alaska’s assessment system go to: <http://www.eed.state.ak.us>.

Delta Elementary student performance is assessed annually in grades 3, 4, and 5 using the Alaska Standards Based Assessment. The assessment is used to determine the proficiency of our students against the Alaska Standards. There are four performance levels in the assessment: advanced, proficient, below proficient, and far below proficient. Each level has a cut score that is determined by a committee of educational stakeholders. It is our goal that 100% of our students score “proficient” when measure by the Alaska Standards Based Assessment (SBA), a criterion-referenced test. In addition to the SBA, fifth graders in Alaska public schools are assessed using the Terra Nova/Cat 6, a national norm referenced test.

Prior to the Spring of 2005 and the assessing of students in grades 3-9 using the SBA, Alaska used various formats for assessing their students. Some years only one grade level was tested using a standards based assessment (Benchmark) while another grade level used a norm-referenced test. This information is further presented in the data tables of this application or on the state web site.

Delta Elementary has seen a steady growth of academic achievement over the past three to five years as measured on the SBA. The number of our students meeting or exceeding the proficient level in reading, math and writing has increased (84% in 2006) while the number of students scoring at far below proficient has decreased (3.4% in 2006). In 2006 our students also scored higher than the state average in reading and writing. Our math scores were three points below the state average. Reading instruction has been our school’s major focus over the past three years and it is the area where we have seen the greatest gains. While our math scores have not kept pace with the growth in reading, grades three and five did make significant gains. With the adoption of a new math curriculum and a greater focus on math instruction we hope to see an increase in our math scores. We will pay particular attention to fourth grade math scores where we saw a slight decrease in achievement levels for the 2006 testing year.

We are particularly proud of the academic growth in the sub-group of English Language Learners (ELL). The gap between these learners and those students without special needs has narrowed significantly. The 2006 SBA results showed 80% of our ELL students meeting or exceeding state standards in reading; 82% in writing; and 78% in math. We have noted that as our girls reach 5th grade their reading scores are slightly decreasing. We think a major factor contributing to this decline is the excessive absences our females have as they get older, this is especially seen in our ELL population.

While the data generated from the SBA and Terra Nova/Cat 5 clearly indicates the academic growth of Delta Elementary students, we know that it takes our music, art, physical education, enrichment, counseling and parent program to pass on a successful, happy, healthy student. It takes a whole school to provide a learning environment where “everything is “paw”sible” for every child. We are very proud that Delta Elementary has such a learning community.

2. Using Assessment Results: Analyzing assessment results and using the results to focus on learning and instruction has dominated the professional conversations in our school during the most recent years. From these conversations have grown the understanding that assessment must begin early, be varied,

always ongoing, and the results used to promote academic growth. It is vital that we assess what we teach and what we want students to know and be able to do.

Our SPED pre-school uses a battery of assessments to build Individual Educational Programs for students. As students enter kindergarten the Alaska Developmental Profile becomes the first page of a Literacy Assessment Folder that travels with the student. Assessments in the folder will include: the Dynamic Indicators of Basic Early Literacy (DIBELS), STAR Early Literacy, Scholastic Reading Inventory, placement tests and end-of-year tests from the district reading series, McGraw Hill, and several teacher administered assessments to include anecdotal notes from observations, plus annual writing samples. In second grade we add the results of the CAT/6:Terra Nova (standardized) to give us a feel for where our students are achieving in comparison to the rest of the nation. Data from the Idea Proficiency Test is used to assess many of our ESL students to determine their proficiency in English.

At the end of the school year all staff meet to review student assessment data to determine student placement in our reading program and to assign Title 1 or tutoring help. This annual review also allows us to look at instruction and create a plan for the upcoming year. This plan and the data are again reviewed at the beginning of the new school year. During the year staff meets collaboratively each month for the purpose of looking at student assessment data and structuring the instruction necessary for every student's growth.

By the time our students reach third grade and are required to take the Alaska Standards Based Assessment their assessment portfolio reveals where they are in meeting the Alaska Grade Level Expectations and scoring proficient on the state assessment. The student knows what he/she has achieved and teachers know what instruction is needed in order to achieve student success.

3. Communicating Assessment Results: Open and honest communication between home and school is essential to the success of all students and is achieved in a variety of ways. When a child registers at Delta Elementary parents are made aware of our electronic student information program (Power School) and their ability to track their child's grades. Although formal Parent Teacher Conferences are held twice a year, we encourage parents to come to school, phone or e-mail teachers with questions about their child's academic progress. They are also urged to attend the school's monthly parent meeting where school assessment is discussed. At the October meeting our annual School Report Card is presented. The report shares with parents the state assessment scores plus awards and comments from our parent and community surveys. This information is also available on the Delta Greely School District website as well as the Alaska Education website.

Friday folders in the primary grades and agendas in grades four and five provide parents with an easy way to talk to their child about assessment results and communicate with the classroom teacher. Both formal and informal assessment results are presented to parents at Parent Teacher Conferences where the data shows parents where their child is succeeding in meeting the state grade level expectations. This venue is an excellent opportunity to explain student assessments and answer any questions parents may have.

The school newsletter, local media, as well as the school marquee keeps our parents and our community informed about their school. This open on-going dialogue promotes a working climate agreeable to everyone.

4. Sharing Success: Delta Elementary teachers are eager to share the success of our students and staff. We never make a presentation or share an experience that we don't gain something from the experience. The collegial relationship between the elementary staff and our colleagues from other schools in the district is great. Our staff members are often presenters during district collaboration or district staff development. Some members of this talented staff have been tapped to present at state conference or attend state sponsored workshops. Recently a member of our staff was selected to participate in a state

reading program that trained teachers to teach reading to Alaskan teachers. The training presented “best practices” in reading and provided an opportunity for sharing successful strategies in reading.

Our teachers are active members of district committees and state boards. They provide a strong and informed voice in knowing what works and does not work in providing a successful school program. Recently our staff was trained on how to use Elluminate, a web based program that opens up a whole new way of sharing with colleagues across town or around the world.

We are fortunate to have on staff a Disney Teacher, Alaska Principal of the Year, Five District Teachers of the Year and a member of the 2006 USA Today “All-USA Teacher Team”. This recognition of our staff and school has provided many opportunities for sharing with other schools and organizations. Our school and our programs have been presented in workshops and publications.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Delta Elementary teachers are responsive to a standards based curriculum as is outlined in the district curriculum guide. The curriculum is aligned to the Alaska Content Standards and the Alaska Grade Level Expectations in reading, writing, math and science. The state of Alaska has yet to develop grade level expectations for social studies. We have loosely aligned social studies to the content standards. Elementary classroom teachers in our district are routinely responsible for all of these subject areas. Instruction in music, art and physical fitness is delivered by specialists. Instructional materials and programs have been adopted in an effort to provide every student the opportunity to score “proficient” on the Alaska Standards Based Assessment. The focus is on educating the whole child, preparing them to be happy functioning citizens with skills that will get them a job. Never do we accept being “proficient” on the state test as the best we can be.

In an effort to better meet the needs of diverse classrooms we provide a leveled reading program. A daily ninety minute block is reserved for teaching reading. Every instructional staff member is responsible for the instruction and assessment of a reading group. A morning and an afternoon reading block is reserved and during this time students are moving all over our building headed to a reading group where instruction is on their level and success is within their reach. Some grade level teachers have adopted this model for math instruction as well. After school programs like reading tutoring, Big Brothers and Big Sister, Photo and Yearbook Club and Little Dribblers fill a void that many of our students have in their lives.

Support for our at-risk students, 50% free or reduced lunch and 32% bilingual, is provided in part by a very ambitious Title 1 program. Our ELL teacher collaborates and plans for instruction that fosters the learning of English within the instructional day. We are fortunate to have a very qualified elementary counselor on staff that meets with our students in the classroom as well as with individual students. His work in Play Therapy is a huge asset when providing for the needs of our students and their families.

Delta Elementary uses the Addison Wesley math series as the core for our math program. To ensure that our math instruction is aligned to the Alaska Grade Level Expectations the series is supplemented by Accelerated Math and teacher made lessons. Math vocabulary is an instructional focus at all grade levels. “Best practices” in math instruction are an on-going professional development goal in our building.

Social Studies instruction is often integrated with reading and writing. Primary grades develop the curriculum around themes and topics as delineated by the district curricula. In grades 3-5 we heavily supplement the social studies text with current events and specifically designed projects.

Delta Elementary is fortunate to be housed in a beautiful new building. In addition to being the most beautiful building in our community we have the perks of new construction, like wireless connectivity. Every classroom has a pod of four computers, a staff computer and the ability to use three mobile computer labs with 32 laptops available. The central focus of our technology program is integration of technology into all curricular instruction.

Our library is at the hub of our literacy program. During once a week visits our students are enriched by a growing collection of fiction/non fiction literature and research programs. Students are motivated to read for pleasure through programs like Battle of the Books and Scholastic Reading Counts. Reading Rockets is a school wide program that has everyone in the library checking out a book. Students earn points for reading and are recognized at monthly award assemblies.

All students participate in music and art activities instructed by specialist. Students are exposed to art history and an array of art activities. The rewards of our art program are the wonderful art displays

throughout the school and the number of our students who are recognized for their art projects. Our music program is the “hit” of the community. Our annual holiday musical, performed by the entire student body, is the event of the season. We are always amazed at the talent our students display during this production.

Physical education at Delta Elementary is our “super star”. Our teacher and her program have received national recognition and awards. The philosophy of this award winning program is one of “being healthy and having fun”. Students go to physical education twice a week knowing they are going to move and have fun. Through teacher collaboration the gym is often an exciting extension of the classroom curriculum. The entire school is involved in a walking program that often has parents and community members joining us. Family Fun Nights for every grade level brings parents and children together through physical activity. Husky Pups go outside to move and play in temperatures to -20 degrees during the winter months. We believe that being healthy, active and having fun contributes to fewer discipline concerns and the total success of our students.

2. Reading: At Delta Elementary, we believe that the ability to read is the most precious gift we can give a child. We regard the continuous teaching of “reading” across all curricula as a core belief and it is an area where we have seen our greatest academic success. In spite of our performance on the Alaska Standards Based Assessment, we continually place reading high on our list of professional development goals. We are continually looking at best practices and implementing new strategies to meet the reading needs of our students. Our commitment to teaching reading is evidenced by the large amount of time we commit to professional development and collaboration. Professional visitors to the school often remark that they can “feel” the teaching of good reading going on.

Our reading program is based on the district-wide McGraw Hill series. The series provides us a common instructional blueprint across grade levels. However, we recognize that no single series contains all the elements of a balanced literacy program and as such we supplement materials to support the gaps in phonics and literature instruction. Our students are vigorous users of Scholastic Reading Counts. This appetite for reading is supported by a growing number of books in the library with Lixil codes on them. Leveled libraries in the Title 1 room and individual classrooms provide our students with a “text rich” environment in which to grow and love reading. Applying writing and speaking skills across all our academic instruction confirms our belief that the teaching of “reading” is fundamental in all our instruction.

The implementation of our Walk-To-Read program has been the catalyst that drives our success in reading. For ninety uninterrupted minutes groups of students are receiving reading instruction at their working level. Classrooms teachers, Title 1 staff, ELL staff and Special Education staff all focus on one discipline, reading. Everywhere students are making the link between real life experiences and print. We use a variety of instructional strategies; guided reading, direct instruction, partner reading, independent reading and Literature Circles to create that link. Our commitment to constant collaboration and the analysis of assessment guides the way to continuous growth in student improvement.

3. Science: In our ever-shrinking global society, it is increasingly important for students to realize and appreciate the role of science in their lives. We know that the processes, values and attitudes we develop in our students cannot be developed in isolation or out of context. We know that in order to have real meaning and long-lasting application, they must be built in the context of a student’s experiences and how it relates to his or her everyday life. Believing this, Delta Elementary has undertaken a self examination of the way we deliver science instruction in our classrooms. This undertaking has forced us to examine our own attitude toward science and the climate we create for open inquiry.

A major factor driving our self evaluation was the Alaska Standards Base Assessment, which in 2008 will include science. It was evident to us that we needed a core blueprint for providing science instruction at all grade levels and one that aligned, as best any series can, to the Alaska Science Grade Level Expectations. The district adoption of the Harcourt Brace series “Science Anytime” provided us a model for science learning. The model fosters student inquiry and wonder. It assists in guiding students in formulating plans for investigation and conducting hands-on activities. Students are encouraged to summarize, make connections and demonstrate their progress in science. The opportunity to share and decide how to apply science ideas to everyday life is allotted a large quantity of time, something we felt was important. To reconcile the gaps in the Harcourt Brace series we supplement with individual learning units and the use of technology. Integrating clips from United Streaming or virtually dissecting an owl pellet can be magic in a third grade science class.

Candidly, we still feel we are not delivering the science program our students deserve or need to be successful. We have placed science at the forefront of our staff development over the next two years. The learning curve is high and it will take time but I have never known this skilled staff to settle for less than the best when it comes to providing for the success and well being of our students.

4. Instructional Methods: At Delta Elementary we celebrate the diversity of our students and seek to provide instruction that enhances their learning style and strengthen the style were learning is more difficult. To effectively meet the needs of our students we utilize a variety of instructional methods. Standards for instructions are clearly communicated to all stakeholders. We have worked hard to align instructional vocabulary, especially in reading, math and science, in an effort to ensure that students build a knowledge base that is consistent from year to year.

We believe that intervening early in a child’s schooling is vital to his/her success. We meet monthly to discuss the data in our literacy folders and the needs of individual students. If needed we adjust instruction to meet the student’s need or make referral to Title 1, reading tutoring or special education. The structure of our reading program allows for small groups where direct instruction is delivered. This model is replicated for math instruction at third, fourth and fifth grade. To meet the needs of our student achievers we provide an enrichment program where instruction is small group projects or individualized. On any given day you would observe teachers in our classrooms reviewing, linking prior knowledge and instructing in whole groups. To re-enforce, remediate or enrich teachers pull students into small groups and provide direct instruction. Small collaborative learning groups, individualized instruction and group projects can also be observed. The use of technology to delivery or enhance instructions is providing students with yet another means by which to succeed. Assessment –driven instruction allows our students to assess, plan and measure their own success. We also see parents as teachers and work with them to find an instructional method that works for them and their child.

We are keenly aware that we have a responsibility to provide instruction that meets the needs of every student in our school. This necessitates us to constantly look to best practices in instruction and to refine our instructional delivery in an effort to meet the academic, cultural and moral needs of our students.

5. Professional Development: Professional development efforts often originate with a need or a desire to improve instruction. The majority of District wide professional development activities stem from a staff development plan developed by teachers and administration and is usually focused on a certain curricular discipline, such as math, writing, technology, etc. In an effort to see professional development as more than a “drive by” happening our focus for growth has been for an entire school year. By presenting, practicing and reviewing over an extended time frame it is our hope that our efforts in professional development will be sustainable. Because we are somewhat isolated, 100 miles to our neighboring school district, the District generously supports staff attendance at state and national conferences, visitation to other schools and classes that train as well as provide an opportunity to earn credits for re-certification. Often the best professional development we have is when we get together as a District to collaborate on a variety of topics related to instruction, student growth and student success.

Delta Elementary staff embraces the opportunity to learn and evaluate strategies, programs and materials that will improve their teaching. We feel strongly that we must continue to grow individually and as a staff. We share each others strengths by truly having an open door to all our colleagues. Our weekly early release time provides an opportunity for staff to present successful strategies, new materials, and knowledge. We take this time to work in our Critical Friends groups, discussing and assessing our personal teaching styles and student concerns. We find this professional development activity real, immediate and rewarding. We promote a healthy life style for staff by having exercising groups, social events, and time for celebrating each others successes.

PART IV-ASSESSMENT RESULTS

Results of State Criterion-Referenced Tests

Subject Reading Grade 3 Test: Alaska Standards Based Assessments

Edition/Publication Year: 2004 Publisher: Data Recognition Corporation

	2005-2006	2004-2005	2003-2004
Testing month	April	March	March
SCHOOL SCORES*			
% "Proficient" plus "Advanced" State Standards	86%	85%	76%
% "Advanced" State Standards	38%	44%	
Number of students tested	58	60	42
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
<u>1. Low Income</u>			
% "Proficient" plus "Advanced" State Standards	80%	77%	
% "Advanced" State Standards	17%	31%	
Number of students tested	30	35	
<u>2. Limited English Proficient</u>			
% "Meeting" plus "Exceeding" State Standards	82%	67%	
% "Exceeding" State Standards	18%	24%	
Number of students tested	22	21	
<u>3. Students with Disabilities</u>	<i>* Less than 10 students</i>		
% "Proficient" plus "Advanced" State Standards			
% "Advanced" State Standards			
Number of students tested			

Subject Math Grade 3 Test: Alaska Standards Based Assessments

Edition/Publication Year: 2004 Publisher: Data Recognition Corporation

	2005-2006	2004-2005	2003-2004
Testing month	April	March	March
SCHOOL SCORES*			
% "Proficient" plus "Advanced" State Standards	83%	77%	76%
% "Advanced" State Standards	29%	30%	
Number of students tested	58	60	42
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
<u>1. Low Income</u>			
% "Proficient" plus "Advanced" State Standards	73%	74%	
% "Advanced" State Standards	13%	26%	
Number of students tested	30	35	
<u>2. Limited English Proficient</u>			
% "Proficient" plus "Advanced" State Standards	86%	62%	
% "Advanced" State Standards	18%	24%	
Number of students tested	22	21	
<u>3. Students with Disabilities</u>			
% "Proficient" plus "Advanced" State Standards	<i>* Less than 10 students</i>		
% "Advanced" State Standards			
Number of students tested			

Subject Reading Grade 4 Test: Alaska Standards Based Assessments

Edition/Publication Year: 2004 Publisher: Data Recognition Corporation

	2005-2006	2004-2005	2003-2004
Testing month	April	March	March
SCHOOL SCORES*			
% "Proficient" plus "Advanced" State Standards	86%	88%	
% "Advanced" State Standards	35%	25%	
Number of students tested	65	49	
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
<u>1.Low Income</u>			
% "Proficient" plus "Advanced" State Standards	75%	87%	
% "Advanced" State Standards	19%	27%	
Number of students tested	36	30	
<u>2.Limited English Proficient</u>			
% "Proficient" plus "Advanced" State Standards	75%	88%	
% "Advanced" State Standards	20%	6%	
Number of students tested	20	17	
<u>3. Students with Disabilities</u>			
% "Proficient" plus "Advanced" State Standards	<i>* Less than 10 students</i>		
% "Advanced" State Standards			
Number of students tested			

Subject Math Grade 4 Test: Alaska Standards Based Assessments

Edition/Publication Year: 2004 Publisher: Data Recognition Corporation

	2005-2006	2004-2005	2003-2004
Testing month	April	March	March
SCHOOL SCORES*			
% "Proficient" plus "Advanced" State Standards	80%	61%	
% "Advanced" State Standards	34%	27%	
Number of students tested	65	49	
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
<u>1.Low Income</u>			
% "Proficient" plus "Advanced" State Standards	75%	67%	
% "Advanced" State Standards	25%	33%	
Number of students tested	36	30	
<u>2.Limited English Proficient</u>			
% "Proficient" plus "Advanced" State Standards	70%	53%	
% "Advanced" State Standards	35%	24%	
Number of students tested	20	17	
<u>3. Students with Disabilities</u>			
% "Proficient" plus "Advanced" State Standards	<i>* Less than 10 students</i>		
% "Advanced" State Standards			
Number of students tested			

Subject Reading Grade 5 Test: Alaska Standards Based Assessments

Edition/Publication Year: 2004 Publisher: Data Recognition Corporation

Testing month	2005-2006 April	2004-2005 March	2003-2004 March
SCHOOL SCORES*			
% "Proficient" plus "Advanced" State Standards	85%	82%	
% "Advanced" State Standards	28%	29%	
Number of students tested	58	56	
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
<u>1. Low Income</u>			
% "Proficient" plus "Advanced" State Standards	76%	77%	
% "Advanced" State Standards	17%	29%	
Number of students tested	29	35	
<u>2. Limited English Proficient</u>			
% "Proficient" plus "Advanced" State Standards	80%	56%	
% "Advanced" State Standards	11%	0%	
Number of students tested	19	16	
<u>3. Students with Disabilities</u>			
% "Proficient" plus "Advanced" State Standards	<i>* Less than 10 students</i>		
% "Advanced" State Standards			
Number of students tested			

Subject Math Grade 5 Test: Alaska Standards Based Assessments

Edition/Publication Year: 2004 Publisher: Data Recognition Corporation

Testing month	2005-2006 April	2004-2005 March	2003-2004 March
SCHOOL SCORES*			
% "Proficient" plus "Advanced" State Standards	79%	72%	
% "Advanced" State Standards	35%	30%	
Number of students tested	58	57	
Percent of total students tested	100%	100%	
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
<u>1. Low Income</u>			
% "Proficient" plus "Advanced" State Standards	72%	67%	
% "Advanced" State Standards	35%	28%	
Number of students tested	29	36	
<u>2. Limited English Proficient</u>			
% "Proficient" plus "Advanced" State Standards	79%	56%	
% "Advanced" State Standards	37%	13%	
Number of students tested	19	16	
<u>3. Students with Disabilities</u>			
% "Proficient" plus "Advanced" State Standards	<i>*Less than 10 students</i>		
% "Advanced" State Standards			
Number of students tested			

TERRA NOVA/CAT6 ASSESSMENT RESULTS

Because Alaska does not require schools to report disaggregated national data, information for sub-groups taking the Terra Nova/CAT/6 is not available for reporting.

Prior to 2004-2005 Alaskan fourth graders were assessed using only the Terra Nova/CAT 6.

Subject: Reading Composite Grade 4 Test: Terra Nova CAT/6

Edition/Publication Year 2000 Publisher: CTB McGraw Hill

Scores are reported here as (check one): NCEs__ Scaled scores ____ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					March
SCHOOL SCORES					
Total Score			59	44	59
Number of students tested			41	49	52
Percent of total students tested			100%	100%	100%
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0%	0%	0%

Subject: Math Composite Grade 4 Test: Terra Nova CAT/6

Edition/Publication Year 2000 Publisher: CTB McGraw Hill

Scores are reported here as (check one): NCEs__ Scaled scores ____ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					March
SCHOOL SCORES					
Total Score			65	62	73
Number of students tested			41	49	52
Percent of total students tested			100%	100%	100%
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0%	0%	0%

Subject: Reading Composite Grade 5 Test: Terra Nova CAT/6

Edition/Publication Year 2000 Publisher: CTB McGraw Hill

Scores are reported here as (check one): NCEs__ Scaled scores__ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					March
SCHOOL SCORES					
Total Score	59	<u>49</u>	46	44	61
Number of students tested	58	<u>56</u>	57	62	27
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%

Subject: Math Composite Grade 5 Test: Terra Nova CAT/6

Edition/Publication Year 2000 Publisher: CTB McGraw Hill

Scores are reported here as (check one): NCEs__ Scaled scores__ Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					March
SCHOOL SCORES					
Total Score	47	49	43	41	61
Number of students tested	48	55	57	62	27
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%